

Influences of Regional Inequality in Education in Indonesia

著者	Azzizah Nurul Yuni
学位授与機関	Tohoku University
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Doctoral Dissertation Abstract

Influences of Regional Inequality in Education in Indonesia

(インドネシアの教育における地域格差に関する研究)

Tohoku University

Graduate School of International Cultural Studies

Division of Intercultural Relations

Yuni Nurul Azzizah

Supervisor: Associate Prof. Toshiaki Aoki

Sub-supervisor: Associate Prof. Tomoki Okawara

1. INTRODUCTION

Basic education has been the objective of generations of teachers, parents and government leaders. It is a fundamental human right, both in international convention on economic, cultural, and social rights of the child. United Nations also emphasizes the importance of primary education. One of its Sustainable Development Goals, the successor of Millennium Development Goals, specifically mentions the education targets, includes ensuring that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes by 2030¹.

Indonesia is a vast archipelago country located in South East Asian region. It is the fourth most populated country after China, India and United States of America, shown in Table 1. It is an archipelago consists of 17,508 islands with 5 main islands of Sumatra, Java, Borneo, Sulawesi, and Papua. Indonesia consists of 34 provinces and 40% of its population concentrated in Java Island². With 85 % of the population are Muslims, Indonesia is a Muslim majority country, it has the largest Muslim population in the world. There are almost as many Muslims living in Indonesia as in entire Arab-speaking countries combined³. Indonesia has a huge population, more than 250 million people. There are huge cultural, ethnic, religious and linguistic diversity within its boundaries, each with cultural identities developed over centuries⁴, and influenced by Indian, Arabic, Chinese, and European sources.

¹ United Nations, 2015, p. 19.

² BPS, 2012 (para 1).

³ Gade, 2004, p. 1.

⁴ Embassy of Indonesia, 2008.

Since Indonesia became independent in 1945 until the end of the twentieth century, it was among the most highly centralized nations in the world⁵. However, Indonesian devolution program was one of the fastest and most comprehensive decentralization initiatives among successful movements towards decentralization ever attempted by any country in the region. The decentralization of government led to the implementation of educational decentralization, widely considered as a milestone in developing a better quality of national education. Moreover, the decentralization has resulted in local assemblies operating in a more accountable and democratic fashion than ever before⁶.

Indonesian Principal Constitution, the 1945 Constitution, stipulates that every Indonesian citizen should have the right to obtain a quality basic education. Compulsory primary education for children aged 7 to 12 years of age was made a national policy in 1985. In 2000, a large portion of education managements are delegated to the regional governments to envoy some power to the regional governments for managing national education in their area, especially from preschool to secondary school educations.

The decentralization of political and economic powers from central to local governments has also devolved the delivery of education. Consequently, it is the regional governments' responsibility to maintain schools, pay teachers' salaries and collect students' fees. One of the main objectives behind decentralization was to improve access to and the quality of education - yet it may actually increase regional differences in educational attainment⁷.

⁵ Bandur, 2012, p. 35.

⁶ Ibid

⁷ Organisation for Economic Co-operation and Development, 2013, p. 10.

Unfortunately, Indonesia as the largest economy in Southeast Asia is among the developing countries that still faces the problem of uneducated children. Although the bar of compulsory education has been raised in 2013 to include the upper secondary years (equivalent to secondary school, up to 18 years old), the high illiteracy and children uneducated rate in eastern Indonesia, in comparison to western Indonesia, is still a central concern of government policies and NGO's activities across its region.

The study of disparities has studies has been conducted variously regarding Indonesia regions. It was found that disparities are still severe and there was also evidence that the disparities were between regions and within regions⁸. There are three reasons why children face unequal opportunity for schooling in Indonesia: first, economic reason, second, low recognition of the importance of education and the third cultural factors across the region⁹. The regional government is making efforts to resolve the education issues through their regional policy. That is why it is hard to separate the role of the government from its citizen education issues.

2. PURPOSE AND METHOD

Our research aim is to quantify the regional inequality in Indonesia and its influence on education level of the respective area, to identify and evaluate the human security development in Indonesia education. While previous studies have discussed the disparity qualitatively and quantitatively, no one unified education index that can quantify the disparity. I analyze the disparities that exist and propose an index to quantify it. By figuring out the most prominent

⁸ Aritenang, 2008, p. 5.

⁹ Jones, 2003, p. 27.

factors that affect the inequality in the formulation and the execution of the policies, I should be able to evaluate government's policies that concerns education, revisit and review national education budget distribution.

I quantitatively describe the education disparities in Indonesia. I discuss the condition of education across its region and how government policies influence the regional education, by comparing of conditions of regional education across Indonesia provinces. Using multiple regression analysis, I analyze the disparities over western - eastern provinces. I analyze the relation between regional education and its socio - economic issues. I discussed the gender disparity on education across the regions too.

I compare the relation between regional social, economy, and education condition quantitatively. I show another dimension of disparity, that is gender gap. A further discussion shows that there is also a regional disparity on the gender gap. I also conduct survey to comparatively study about cultural aspect of Indonesia education.

In this dissertation, we categorized the provinces into western and eastern Indonesia according to its geographical position. Provinces in Sumatra, Java, Kalimantan and Bali are categorized as western Indonesia. In our categorization, the line separating the regions is the Wallace line. Wallace line marked the end of Asia continental plate on which western Indonesia is based upon. Conventionally, the Wallace line is used to zoo geographically categorized Indonesia biodiversity¹⁰.

¹⁰ Oosterzee, 1997, p. 234.

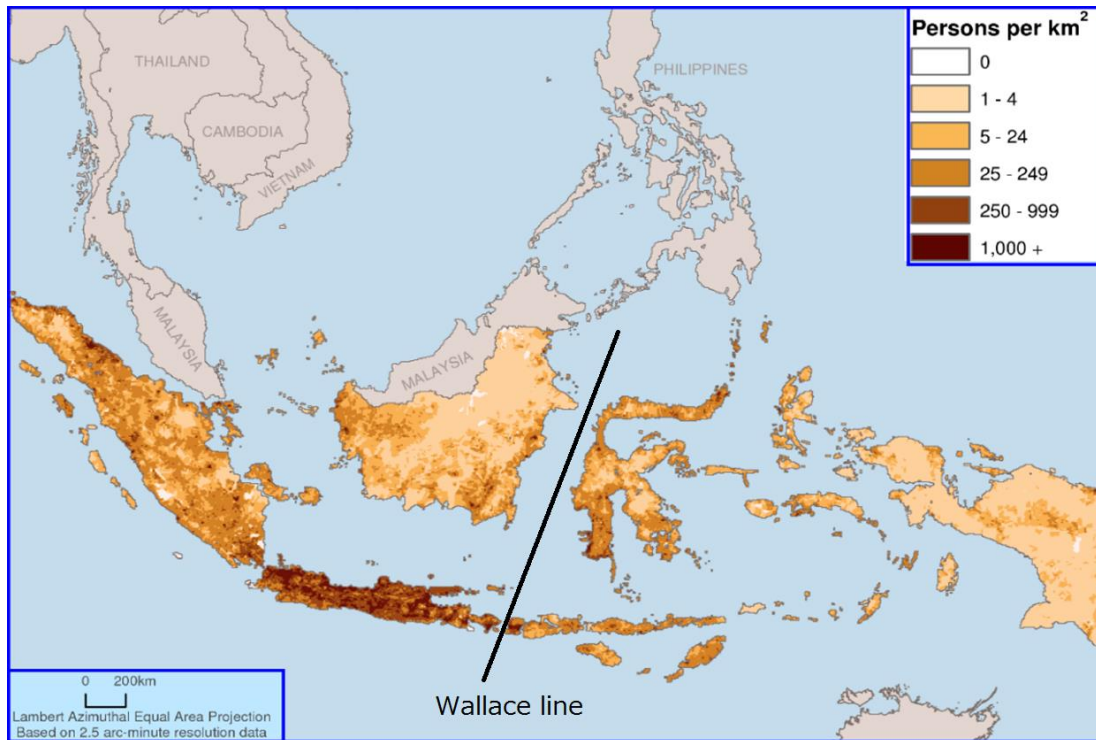


Figure 1. Wallace line dividing eastern and western Indonesia.

3. RESULT

I discussed the development of education system throughout Indonesia history and found that government style and policies play a bigger role than religion teachings in shaping the education system. Indonesian history is colored strongly by outside influences. Throughout the recorded histories, strong influences from outside has affect Indonesia system of government and society. Although movements on education equality exists since the Dutch colonial era, decades after Indonesia declared its independence¹¹, a significant gender inequality in education can still be seen. Even in Java - Bali region, which is generally, has high education level.

¹¹ Taylor, 1976, p. 649.

Not only the education policies, the socio-economy related policies can also influence education quality, because education, social, economy and human developments are inseparable. I was able to quantify the relation among socio-economic conditions of the society factors in Indonesia. Those socio-economic factors are, in the most influencing order: Poverty, Gross Domestic Product (GDP) Growth and Income Inequality. Among those three, poverty rate has the most influence on the education level.

As with the case of human development index, trying to measure the regional education index is important part of decision making in policy making process. I proposed Regional Education Index (REI) to measure the quality of the local education from the level of participation, facility and economy index.

$$REI = \frac{2 \times \text{Participation Index} + \text{Facility Index} + \text{Socio Economy Index}}{4} \quad (15)$$

REI of each province can be drawn in the Figure . A clear gap between western Indonesia and eastern can be clearly seen. Almost all provinces in Eastern Indonesia have a regional education index less than 0.5. The proposed REI of Indonesia provinces show a good agreement with Human Development Index and show a clear western - eastern disparity.

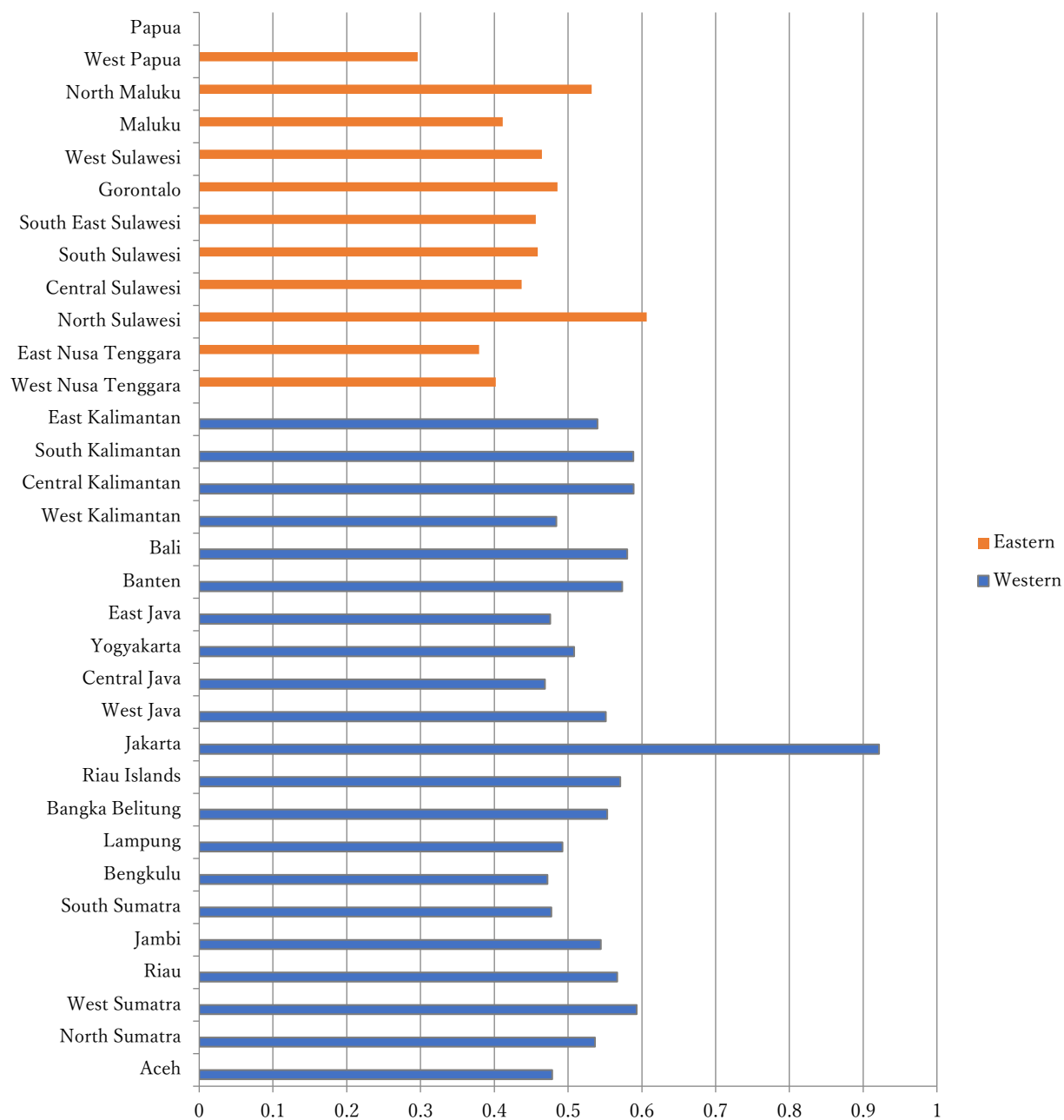


Figure 2. Regional Education Index across Indonesia provinces.

Through questionnaires conducted in Bogor (West Java) and Malang (East Java), we observe that 80% of the respondents choose to pay for the education of boy over girl when the financial condition is only sufficient enough to send one child to school think that to send boys to school is a priority. The reason of choosing boy varies from case to case. The biggest reason is financial responsibility still being seen as boy's responsibility.

Further study is needed to increase the precision of the quantitative analysis. The usage of more detailed classification of the condition of socio-economic conditions of the regions may produce more precise quantitative relations. By understanding the various angle of disparity, we hope our study can increase the equality in achieving the basic education as one of the most basic human rights. We hope that the result can contribute to a better education condition.

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論文審査の結果の要旨

学位の種類	博士（国際文化）	氏 名	Yuni Nurul Azzizah			
学位論文の 題 名	Influences of Regional Inequality in Education in Indonesia (インドネシアの教育における地域格差に関する研究)					
論文審査担当者氏名 (主査) 青木俊明, 大河原知樹, 劉 庭秀, 冬木勝仁						
論文審査の結果の要旨 (1,000 字内外)						
<p>本研究は、インドネシアにおける教育格差の現状と課題を整理した上で、インドネシアにおける教育格差の規定因を明らかにするとともに、それらを用いて教育格差を反映した教育水準指標を提案することを目的としている。</p> <p>まず、本研究では、近代インドネシアの教育政策の変遷、教育制度の導入過程、それらに関わる課題について整理している。その際、インドネシアの教育格差を扱った既存研究では、中央政府主導の教育政策、教育格差の原因、教育格差がもたらした社会的影響について論じられてきたが、地方分権化政策の開始後のインドネシアにフォーカスした上で、東西インドネシアの教育格差について、客観的指標を用いた検討は行われていないことを、本研究では指摘している。そこで、本研究では、インドネシアにおける教育水準が東西間で大きく異なる点に着目し、それを原因とする仮説を措定し、定量的な実証分析を行っている。具体的には、地方分権化政策開始以前に中央政府が行った教育政策の結果、東西地域間で地域開発の水準に差が生じ、それが経済格差を招くこととなり、教育格差の重要要因になっているとして実証分析を行っている。</p> <p>この経済水準と教育格差に関する分析では、教育水準の代理指標として、人間開発指数（HDI: Human Development Index）を用い、これを従属変数とし、非教育率を説明変数とした対数線形型の階層線形モデル（HLM）を構築している。このとき、べき指数の中に地域ダミー変数を設定した上で、インドネシア中央統計庁（Badan Pusat Statistik : BPS）が作成した州データを用いて分析を行っている。換言すれば、人間開発指数の相違を非教育率の地域差で説明する試みを行っている。その結果、非教育率が人間開発指数の重要な規定因であり、かつ、非教育率の効果は地域によって異なることが見出されている。これに加え、州を分析単位として、学校入学率の規定因の分析も行われている。その分析では、学校入学率に対して、貧困率、GDP 成長率、ジニ係数を独立変数とした階層線形モデル分析が行われている。その結果、学校入学率はこれらの変数の影響を受けていることが見いだされている。</p> <p>これらの結果は、HLM という日本では適用実績の少ない、比較的新しい分析手法を用いて、インドネシアの教育格差要因を明らかにしている点で高い意義が認められる。</p> <p>一方、インドネシアには、男児を重視する文化があり、開発水準の低い地域ではその文化が色濃く残っていることが教育格差の一因になっていると考え、ジェンダーに着目した分析も行われている。ジェンダーの影響分析では、性別によって教育が受けられない理由が異なっていることを見いだしている。すなわち、男児の場合には、家計の教育</p>						

支出がもっとも重要な教育機会の阻害要因であるが、女兒の場合には、失業率がもっとも重要な阻害要因であることが見いだされている。この結果は、男児では教育にどこまで投資をするかが重要な論点になっている一方で、女兒ではそもそも教育を受けさせるかどうかの問題になっている可能性を示唆している。さらに、本研究では地域教育指数（REI: Regional Education Index）という教育水準を示す独自指標を作成し、人間開発指標との相関分析を行い、その有効性を確認している。

これらの定量分析に加えて、本研究では、質問紙調査も行っている。質問紙調査では、インドネシアでは、子供に教育機会を提供する際、男児を優先させる文化があることを改めて確認している。

以上を整理すれば、本研究は、これまでに分析例の少ないインドネシアという国を対象に、新旧の分析手法を用いて、教育格差の規定因を明らかにした研究であり、同国の今後の発展やヒューマンセキュリティの向上を考える上で、高い社会的意義を持った研究だと言える。

審査委員会では、理論面での新規性や独創性を明確に記述していないことや論文構成に改善の余地があることなどが指摘された。しかし、その一方で、本質的には、グローバル化の下でインドネシアに進出してきた国際企業の社員採用方針に原因があり、雇用政策としてそれが是正されない限り、インドネシアの教育格差の問題は改善し得ないことが示唆された点は、重要な論点になりうるものとして高く評価された。上記のことを総じて見るならば、本論文は、著者が自立して研究活動を行うに必要な高度な研究能力と学識を有していることを示していると、審査委員会では判断するに至った。よって、本論文は、博士（国際文化）の学位論文として合格と認める。